



The Bologna Process: a View from the Outside

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Global Trends

- Higher Education moving away from the policy margins, in advanced political economies
- Increasing demands placed on HEIs
- From the second half of the 1990s onwards, gradual shift from political to economic rationales for internationalization.
- continuing focus at an institutional/programme level on isolated and marginal activities for a minority of students, such as study abroad, exchange, area studies and international student recruitment.

What does internationalization of HE mean?

- “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (Jane Knight, 2003)
- Relatively new phenomena (last 30-40 years)
- influenced by the globalization of economies and societies and the increasing importance of knowledge
- driven by a dynamic (and evolving) combination of political, economic, socio-cultural and academic rationales.

Types of HE internationalization

- cooperation and competition (Van der Wende, 2001),
- institutional and student-focused internationalisation (Coelen, 2013; Jones, 2010),
- intercultural, international and global competences (Deardorff, 2006),
(Jane Knight 2008)
- ***Internationalization abroad*** (all forms of education across borders; mobility of people, projects, programmes and providers).
- ***Internationalization at home*** (curriculum-orientated and focuses on activities that develop international or global understanding and intercultural skills).

Internationalization abroad

Cross-border or transnational education (not a factor for Canadian HEIs, really)

Academic and staff mobility

Student mobility

- Credit mobility (exchange programs; transfer students))
- diploma/degree mobility. Global degree mobility doubled between 2000 and 2010 from 2.1 to 4.1 million at an average annual rate of 7.1% and is forecast to reach seven million in 2020, with Europe still the preferred destination for 41% of these students.



Internationalization at home

- Focus on curriculum, teaching and learning, and learning outcomes (Quality Assurance)
- Global citizenship

Europe focussed on Quality Assurance

North America focussed on 'global citizenship'

Table 1: Three top-ranked benefits of internationalisation – regional results – IAU 4th Global Survey

	Global	Africa	Asia and Pacific	Europe	Latin America and Caribbean	Middle East	North America
Increased international awareness of / deeper engagement with global issues by students	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity-building	3	2		2		2	
Strengthened institutional research and knowledge production capacity		1	3			3	
Enhanced internationalisation of the curriculum							2
Enhanced prestige/profile for the institution							
Increased international networking by faculty and researchers					1		
Increased/diversified revenue generation							
Opportunity to benchmark/compare institutional performance within the context of international good practice							
Other							

A new concept: comprehensive internationalization

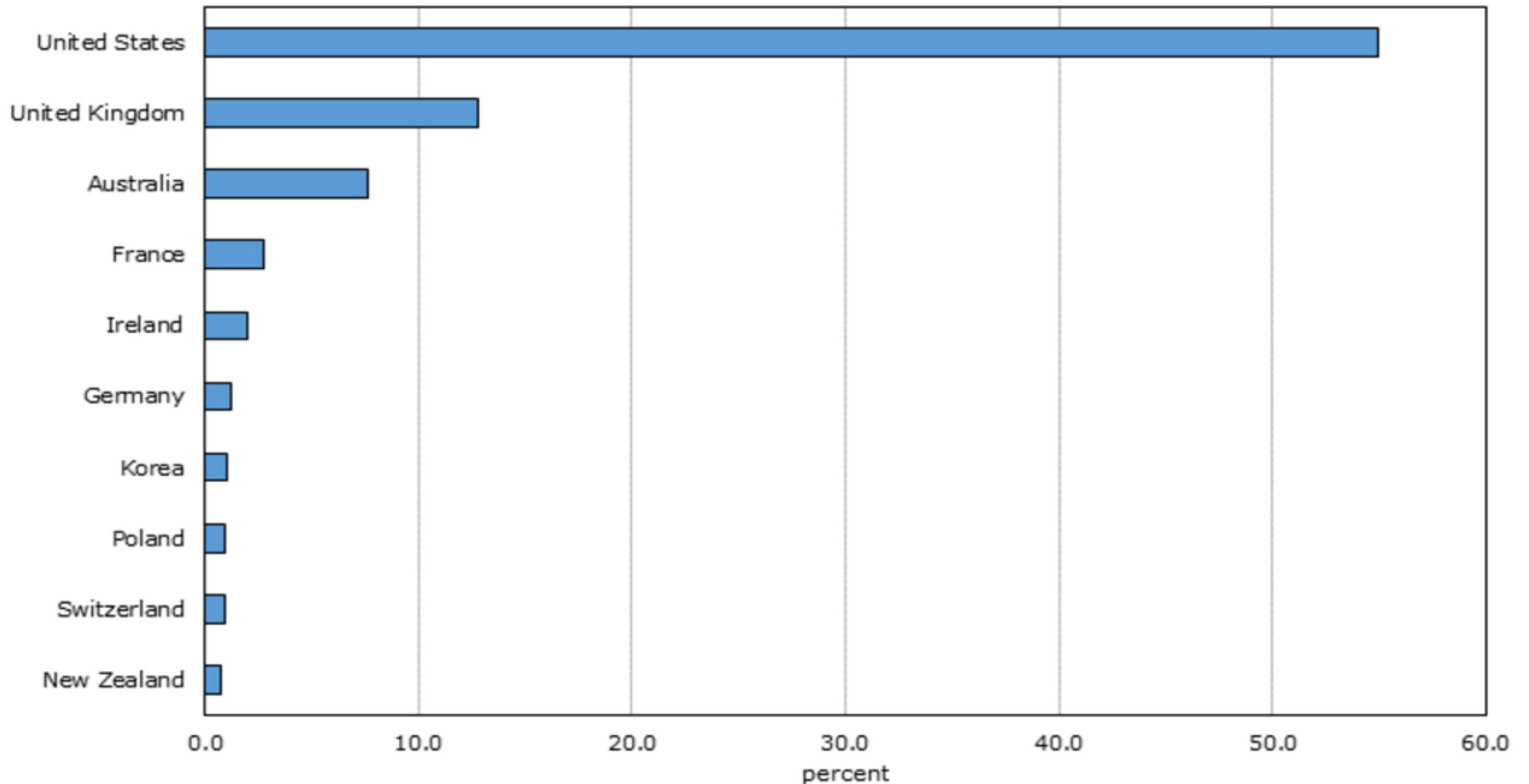
- In North America (and Anglosphere): institution-wide approach to internationalization. 95 % of Canadian educational institutions have identified an internationalization strategy as part of their strategic plan (CBIE 2016: 11).
- In Europe: Bologna Process is a comprehensive strategy driven primarily by government actors (mobility; competitiveness, QA, etc.)

Governance of HE in Canada, and Perspective on HE internationalization

- **HE Institutions (admin and faculty).** Concerns: Cost recovery mechanisms (international students as cash cows); International experiences for their students; Length of degrees; Degradation of the educational experience
- **Associations (CAUT, CBIE, AUCC).** Concerns: bridging government to institutions
- **Provincial Governments (Ministries of Advanced Education):** Concerns: local labour market, Inter-provincial mobility; Quality Assurance.
- **Federal Government (Global Affairs Canada, CMEC).** Concerns: HE as an economic driver through Innovation; Research and Development (ERA-CAN); 2014 Internationalization Strategy; EduCanada); HE as an immigration strategy.

Outbound internationalization

Percentage at top 10 destination countries for Canadian students studying abroad (tertiary level), 2012-2013



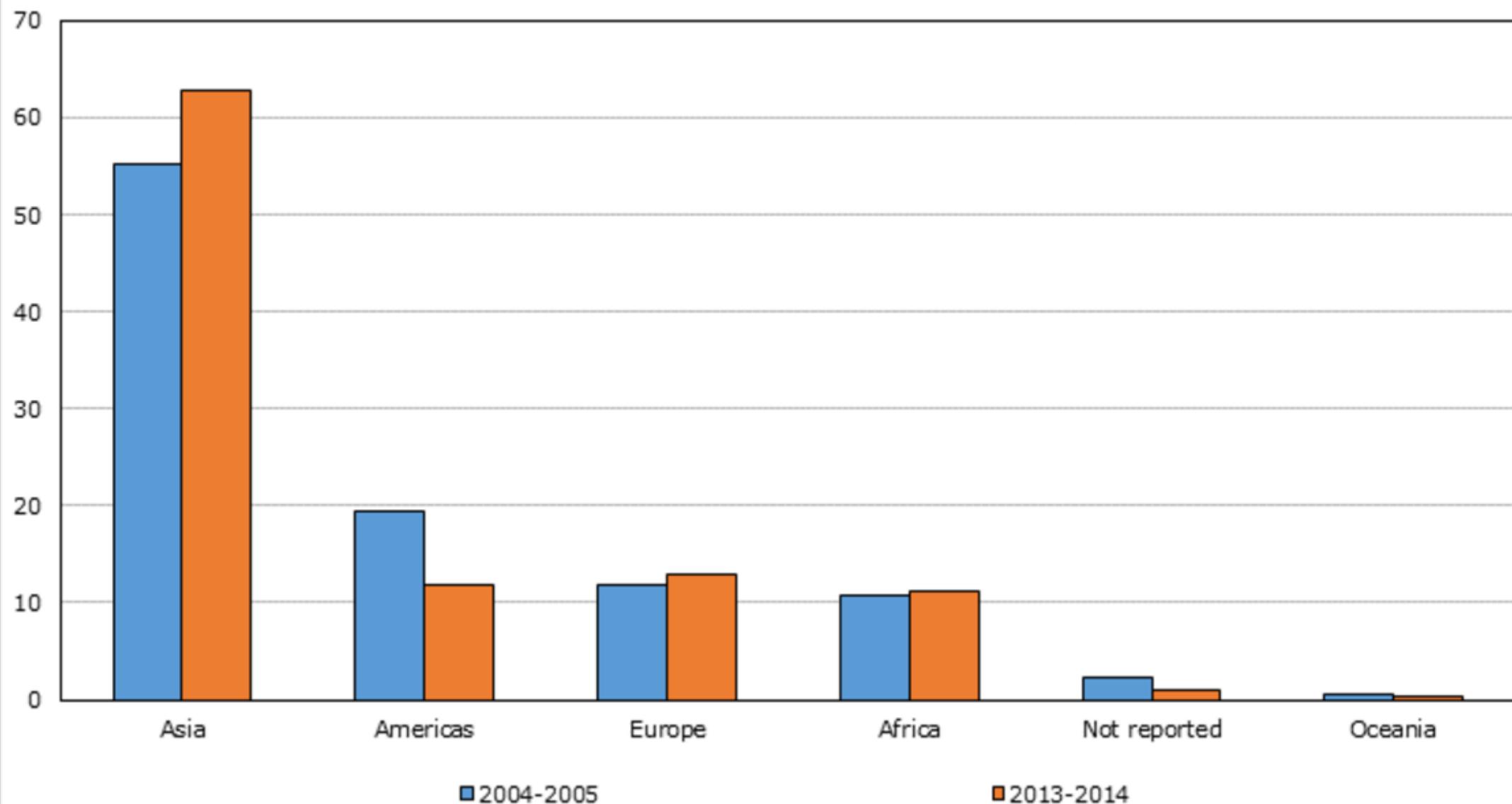
Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Canada 'inbound' international student

Region of origin	2004-2005	2013-2014
	[in %]	
Asia	55.2	62.9
Americas	19.4	11.8
Europe	11.9	12.9
Africa	10.8	11.1
Not reported	2.3	0.9
Oceania	0.5	0.4

Percentage of international university students from various source regions, Canada, 2004-2005 and 2013-2014

percent



Source: Statistics Canada, Post-secondary Student Information System, 2004-2005 to 2013-2014.

Canada (inbound) by level and source country

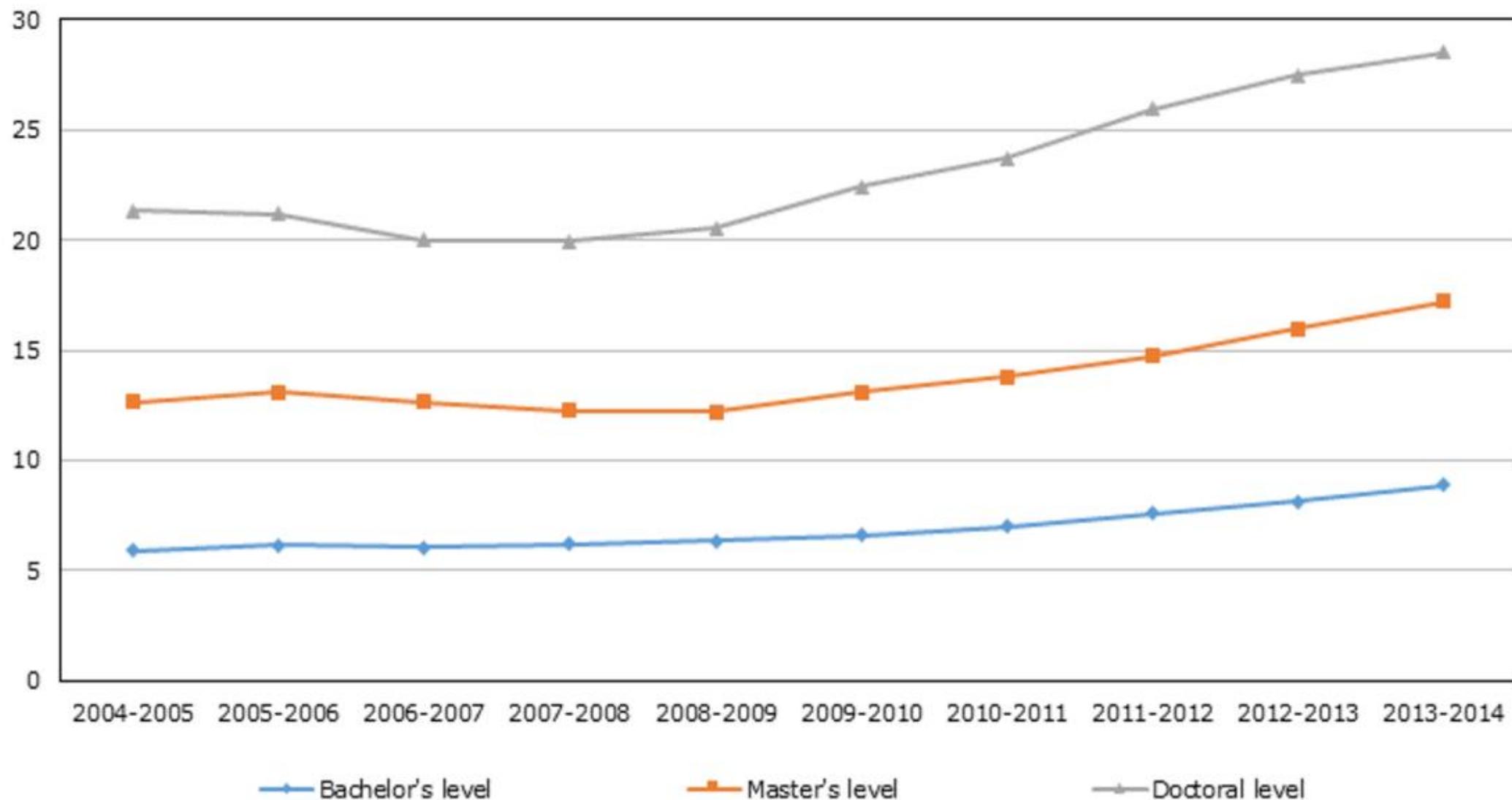
Rank	Bachelor's level		Master's level		Doctoral level	
	Country	%	Country	%	Country	%
1	China	40.0	China	25.5	China	16.4
2	France	6.9	India	13.1	Iran	15.1
3	United States	5.6	France	9.5	United States	9.4
4	Saudi Arabia	4.3	United States	5.9	France	8.1
5	Nigeria	3.6	Saudi Arabia	5.8	India	5.4
6	India	3.4	Iran	4.7	Saudi Arabia	2.9
7	Republic of Korea	3.4	Bangladesh	2.4	Egypt	2.2
8	Pakistan	1.9	Pakistan	2.3	Germany	2.1
9	Hong Kong	1.7	Nigeria	2.0	Mexico	1.9
10	Malaysia	1.2	Tunisia	1.4	Bangladesh	1.6

INTERNATIONAL STUDENTS BY CITIZENSHIP 2016-2017

	Albania	3		Denmark	29		Lebanon	81		Saudi Arabia	334
	Algeria	11		Dominica	1		Libya	19		Senegal	6
	Antigua	1		Dominican Rep	7		Lithuania	5		Serbia	6
	Argentina	17		Ecuador	14		Luxembourg	9		Sierra Leone	2
	Armenia	4		Egypt	100		Macedonia	1		Singapore	44
	Australia	104		El Salvador	5		Madagascar	2		Slovak Republic	7
	Austria	17		Estonia	2		Malawi	5		Slovenia	4
	Azerbaijan	9		Ethiopia	5		Malaysia	39		South Africa	13
	Bahamas	6		Finland	9		Mali	5		South Korea	240
	Bahrain	5		France	1754		Mauritania	1		Spain	69
	Bangladesh	140		Gambia	4		Mauritius	19		Sri Lanka	17
	Barbados	5		Germany	107		Mexico	148		Sudan	4
	Belarus	1		Ghana	22		Mongolia	5		Surinam	1
	Belgium	49		Greece	34		Morocco	27		Swaziland	2
	Belize	2		Grenada	1		Myanmar	3		Sweden	26
	Benin (Dahomey)	2		Guatemala	3		Nepal	10		Switzerland	55
	Bermuda	3		Guinea	1		Netherlands	44		Syria	23
	Bolivia	2		Haiti	5		New Zealand	21		Taiwan	73
	Bosnia-Herzegovina	2		Honduras	4		Nicaragua	1		Tanzania	6
	Botswana	7		Hong Kong	30		Niger	1		Thailand	18
	Brazil	130		Hungary	5		Nigeria	69		Togo	3
	Brunei	3		Iceland	4		Norway	20		Trinidad & Tobago	10
	Bulgaria	5		India	574		Oman	46		Tunisia	13
	Burkina-Faso	3		Indonesia	23		Pakistan	189		Turkey	190
	Burundi	1		Iran	226		Palestine	4		Uganda	5
	Cambodia	2		Iraq	4		Panama	6		Ukraine	8
	Cameroun	11		Ireland	20		Paraguay	3		UAE	14
	Chile	10		Israel	44		Peru	27		United Kingdom	255
	China	1931		Italy	96		Philippines	18		USA	2381
	Colombia	67		Ivory Coast	2		Poland	16		Undeclared	35
	Congo (Rep Dem)	4		Jamaica	15		Portugal	12		Uruguay	2
	Congo (Rep Pop)	2		Japan	182		Qatar	5		Uzbekistan	1
	Costa Rica	8		Jordan	31		Republic of Guyana	4		Venezuela	20
	Croatia	2		Kazakhstan	7		Romania	7		Vietnam	54
	Cuba	4		Kenya	36		Russia	50		Yemen	7
	Cyprus	2		Kuwait	36		Rwanda	18		Zambia	1
	Czech Republic	12		Latvia	3		Saint-Lucia	4		Zimbabwe	11
									Total:	10936	

International students as a percentage of all university enrolments by program level (Bachelor's, Master's, or Doctoral), Canada, 2004-2005 to 2013-2014

percent international students



Source: Statistics Canada, Post-secondary Student Information System, 2004-2005 to 2013-2014.

International students' source countries

- Broken down on nations, on all three levels (Bachelor, Master, Doctoral) **Chinese** students make by far and away the highest share proportional to int'l students studying in Canada, namely 40.0 % in Bachelor's, 25.5 % in Master's, and 16.4 % in Doctorate
- **France** students with 6.9 % are in the second place when it comes to the Bachelor's level and with 9.5 % and 8.1 % for Master's and Doctoral programs.
- **Indian** Master students constitute 13.1 % of all the int'l Master students (second largest group)

What has drawn outside attention to the Bologna Process?

Interesting features of EHEA:

- **Mobility features** (ECTS; Diploma Supplement)
- **Promotional features** (competitiveness; attractiveness)
- **Governance features** (Quality Assurance Frameworks; coordination, centralization and institutional autonomy)

Areas for cooperation

Mobility:

- ECTS
- Credential recognition (Degree cycles; Diploma Supplement; Integrated Qualification Frameworks)
- Research (ERA)

Areas of competition

Market Share of:

- [International student flows](#) (loss of market share?)
- Offshore educational services
- Brain Drain (competing for immigrants; filling labour market needs; researchers)

Opportunities for Learning

Governance:

- Quality Assurance (pedagogical/curricular reforms; transparency)
- Coordination challenges (degree of centralization; country-level implementation is uneven)
- Implementation challenges (degree of institutional autonomy)

Opportunities for reflection

Principles behind PSE

- Higher Education: liberal or neo-liberal?

Priorities in PSE

- Austerity effects

External Dimension to Bologna

Strategy: “The European Higher Education Area in a Global Setting”

Bologna Policy Forum:

- initiated 2009;
- 4th Forum in 2015

Global responses to Bologna: (Mobility issues)

USA

The core features of Bologna “have sufficient momentum to become the dominant global education model”

- Clifford Adelman, U.S. Institute for Higher Education Policy (IHEP)

100,000 Strong in the Americas (2016)

Global responses to Bologna: (Mobility Issues)

Australia:

- Brisbane Communiqué
- Bologna Ministerial Advisory Group (BMAG)
- the New Colombo Plan, and Federal Austerity



Global responses to Bologna: Diploma Supplement

USA (Lumina Foundation): proposed a Degree Qualifications Profile

Australia: Australian Higher Education Graduation Statement (AHEGS)

Global responses to Bologna: Quality Assurance Frameworks

International Organizations

UNESCO and Council of Europe: Lisbon Recognition Convention (1997)

Council of Europe: Steering Committee for Higher Education and Research (CDESR).

OECD: AHELO

EU: Tempus Programme (also see Erasmus, Erasmus Mundus, joint programs with USA, Canada going back to 1995, and now with Aus, NZ, Japan, S. Korea)

Global responses to Bologna: Quality Assurance Frameworks

Country Responses

USA (muted response)

Australia: TEQSA

New Zealand: NZQA

Latin America: 'Tuning' partnerships

Canadian responses to Bologna: Federal gov't

Historically

- Weak response (no national minister of education)
- Minister of Foreign Affairs obtained observer status at the 2007 Bologna Ministerial meeting (London).

Currently (new government and new context)

- Federal-Provincial Consultative Committee on Education-Related International Activities (FPCERIA) established by CMEC, in cooperation with GAC.
- Canadian Consortium for International Education (CCIE) formed by the five national associations
- CETA? Brexit?

International Students becoming permanent residents of Canada

The average share of int'l students studying in Canada, who became a permanent resident within the following decade lies between 20 and 27 %.

High transition rates recorded int'l students from

- Southern/ Eastern Europe (36 %)
- other parts of Asia (32 %)
- Africa (55 %).

As opposed to ratios of int'l students from

- Northern/ Western Europe (16 %),
- US (16 %),
- Japan (6 %)
- South Korea (14 %)

Canadian responses to Bologna: Provinces

End of Navel-gazing?

- CMEC: adopted national degree framework in 2007 (relative uniformity of credentials in Canada → QA is the issue)
- CICIC: held the presidency or vice-presidency of the ENIC network from 2004 to 2008 and from 2013 to 2014.
- Provincial level international strategies

Canadian responses to Bologna: HE Institutions

'Technical' Issues:

- Reconsider admissions criteria?
- Reconsider credits and transcripts
- Reconsider internationalization strategies

Individual HEIs:

- U of Victoria listing summer courses in ECTS
- U of Alberta held conference on 'Canadian Perspectives on the Bologna Process'

Negative consequences?

Robert White, senior policy analyst for international relations at the Association of Universities and Colleges of Canada (AUCC):

the Bologna Process will have repercussions in three areas:

1. Degree length (appropriate length to acquire the necessary skills needed for a special program?)
2. Competition for recruitment
3. Bologna's effect on the development of student (outbound) mobility in Canada. That a host country changes its degree can both issue a challenge to Canada's universities and push these to establish new exchange programs or enter joint degree initiatives with European partners.

Positive consequences?

Craig Klafter, Associate VP International, at UBC:

- Learning: '*European Credit Transfer System* (ECTS) through which a student's grades are result of his/ her workload, in contrast to the North American system at which achievements are partially made up of talks with the faculty. Canadian universities could start to both systems. We could also adapt the so-called 'diploma supplement' at UBC.'
- Further development of Joint degrees.



Conclusion

Bologna Process understood in terms of domestic perspectives and strategies.

Thank you for your time!